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ABSTRACT

Materials contained in this guide were developed as part of the guidance component of a comprehensive program of vocational education for career development (kindergarten through university) and were used in inservice workshops in the Sarasota and Manatee school districts in Florida to train occupational placement specialists in micro-interviewing techniques. Addressed to the trainer of occupational specialists, the guide discusses procedures for setting up and conducting the inservice workshop and describes how materials contained in the twenty-one appendixes are to be used during the workshop. The appendixes, comprising the major protion of the document, include the following: pre-and posttests on interview/communication for the specialist, pretest/posttest key, pre-post results for Manatee and Sarasota school districts, component descriptions, questions for the occupational specialist, micro-interviewing evaluation critique sheet for interviewee and audience, posttest study and review for interview/communication skills, techniques of micro-interviewing (attending behavior, open invitation to talk, minimal encourages to talk, reflection of feeling, paraphrasing, sharing behavior, summarization of feeling, expression of feeling), eight selected psychological terms, definitions of terms, terms test, and information on self-assessment (psychological test insights and utilization for the occupational placement specialist). (TA)

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AN INSERVICE MODEL:
MICRO-INTERVIEWING SKILL DEVELOPMENT
FOR OCCUPATIONAL PLACEMENT SPECIALISTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A. Career Education and Your Child, A Guide for Parents

B. Community Resource Guide for Career Education

C. A Model for Implementation of Career Education Into The Community College

D. Manatee County, Florida - Middle School Career Education Model As Based On The Nine Federal Objectives

E. Sarasota, Florida - Junior High Career Education Model As Based On The Nine Federal Objectives

F. Compilation of Case Studies Exemplary Placement and Followup Studies

G. An Inservice Model: Micro-Interviewing Skills Developed For Occupational Specialists

H. Public Relation and Public Information Inservice Training For Occupational Specialists and Other School Personnel

I. Elementary Career Education Activity Resource Guide

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OUTLINE

I. Introduction of Micro-Interviewing

II. Type of Atmosphere to Create, Conducive to Positive-Performance

III. Physical Setting

IV. Type of Equipment

V. Time-Frame and Optional Trainee Numbers

VI. An Atmosphere of Trust--A Commitment From All Involved

VII. Assessment of the Level of Participant Performance/ Knowledge

VIII. Interview/Communication Techniques Component for Occupational-Placement Specialist

IX. Questions for Occupational Specialists

X. Micro-Interviewing Evaluation Instruments--Methods for Occupational Specialists Immediate Feedback and Analysis

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THE MODEL

I. INTRODUCTION OF INTERVIEWING/COMMUNICATION TECHNIQUES

"Be it enacted by the Legislature of the State of Florida: Section I. . . such specialized assignments may include the identification and intensive counseling of potential or actual dropouts and their parents, as well as counseling students, teachers and administrators concerning available job and career opportunities." Chapter 70-317, House Bill No. 3893 for the State of Florida put into motion a new position to be utilized by the school system. The above quoted statement reflects a portion of Section 1 of the House Bill No. 3893 that creates the position of occupational specialists.

House Bill No. 3893 includes a proposed series of activities designed to train a support-position for guidance departments. School systems, employing occupational specialists, have the responsibility of providing a planned program of training. These programs of training should be designed with the intent of providing the occupational specialist with skills and knowledge necessary to assist students in making realistic career decisions.

The realm of the occupational specialist position brings into focus the interactions between occupational specialist, students, and community. So that the student can be best served, the occupational specialist needs training in techniques of how to best conduct a <u>productive</u> interview. The professional needs to be made aware how his personal values can enter the interview and destroy rapport.

Occupational specialists are generally hired on the basis of prior work experience outside the field of education. Albeit the occupational specialist may bring to the new position methods of communicating, not all occupational specialists are on the same level of performance when initial student contact commences. Since the occupational specialists come into direct contact with students daily, it would seem appropriate to offer the occupational specialists the opportunity to upgrade their communication skills. Training in several interviewing skills (similar to counselor education micro-counseling) will facilitate the occupational specialist's command of the helping interview. In addition, using video-tape training techniques will aid the occupational specialist in knowing how he or she is seen and heard by others. This may be achieved by written critiques and verbal discussion of the instant replay of a role-played interview.

II. TYPE OF ATMOSPHERE TO CREATE, CONDUCIVE TO POSITIVE PERFORMANCE

The initial meeting of all occupational specialists who will be involved with micro-interviewing using the interviewing skills should be used to lessen the level of anxiety. Since the purpose of micro-interviewing is to aid the occupational specialists in increasing their ability to interview and communicate, the trainer should create an atmosphere of trust and decreased anxiety. It is absolutely imperative to gain consensus from the group to be trained that no one will be ridiculed or made to feel uncomfortable due to destructive

criticism. All criticism should be of the constructive type. It is of the utmost importance that the trainer recognizes the fact that each person is unique in his or her individuality and personality. No two people are the same; therefore, each person will respond to each interviewing skill uniquely. A trainer must communicate to the group to be trained allowable depth of content acceptable in role-playing the interview, with focus on specific skill and the limits of confidentiality to be observed.

The trainer should be cognizant that participant progress is dependent upon the trainer's ability to structure and "set-the-stage" at the first gathering. If a new member is added after the initial meeting, individual conference is recommended to help bridge the communication gap created by non-participation at the beginning. This will also aid in anxiety level reduction if handled appropriately.

The impact of the initial meeting cannot be stressed enough in light of structuring the forthcoming anticipated skill development. Since the skills to be developed are audio-visual to a group, this experience can be of utmost importance to each participant, personally. Care must be maintained to ensure the best feasible progress anticipated.

III. Physical Setting

Securing a physical setting compatible with micro-interviewing as the focal emphasis is a key factor in trainee progress and achieving overall performance. Each school system is unique in its own structure and feasible availabilities for useage in a micro-interviewing setting.

The following suggestions may be of help when assessing a point-of-assembly:

1. Think of the number of people that shall be in actual trainee status. A room setting that will allow plenty of space to arrange a video-tape camera to subject range should be first measured using the actual machine and two chairs. Also consider the placement of a review TV monitor. The monitor should be placed so that all participants can adequately review a priorly taped session when engaging in micro-interviewing skills.
2. The two chairs mentioned above should be close enough together to video-tape the two participants (interviewer and interviewee), showing a complete body so that all gestures, body positions, movements, etc., can be noted by observers. The suggestion is made that two standard-sized, un-padded, straight-backed chairs be provided for the interviewer and interviewee. The reason for unpadded chairs is that each will be more aware of his/her total body, will be alert to self, and will aid in keeping the setting as sterile from external stimulus as possible.
3. The value of a room which will provide total silence, without external noise and interruption, will undoubtedly enhance the micro-concept. In scheduling the space for micro-interviewing, a space should be selected which, for a period of about 12 weeks at a

specified time, will provide total silence and ensure participants security (e.g., freedom from students peering through a window or glass door). Freedom from external noise (e.g., bells ringing, class changes with accompanying sounds of talk, lockers banging closed, car and traffic noise) will greatly increase the participant attention when viewing and reviewing for critique.

Serious thought should be forthcoming, before a final decision as to a feasible physical setting. In the initial format, which includes the introduction of the environment, the micro-interviewing skills sessions are pre-disposed by the skill of the trainer in thoughtful space and facilities consideration.

IV. TYPE OF EQUIPMENT

Along with the selection of the actual physical setting space, goes the selection of equipment.

1. All equipment selected should be secured with the time-frame firmly in mind. (E.g., if you have selected Monday afternoon for the next successive 12 weeks to be the pre-arrangement schedule for micro-interview sessions, then be certain that you have cleared the equipment to be always available through the check-out system of the institution.)
2. As to choice of equipment, the following list is given as a suggestion.
    1. One video-tape-review machine.
    2. One large 19" to 23" monitor TV or, if room space requires, coverage can be gained through 2 sets.

3. Two blank video-tapes (compatible with the machine you intend to use)--one for model construction and the other for video-taping the occupational specialist interviewing sessions.
4. Two straight-backed, non-padded chairs for the role-playing interview.
5. Enough chairs for all participants.
6. Adequate lighting for use of video-tape-review (try not to have glare on monitor).
7. Extension cords, electrical socket connections.
8. Table or rolling stand for monitor.
9. Chalkboard, for working with analysis or problems, and chalk.
10. Room adequately heated or cooled.

Prior checking of the space to be utilized will give the trainer an idea of the items needed or physical arrangements required. Consistency will aid in reducing confusion. A useable time schedule needs some "open" time for questions and answers; therefore, a trainer's ability to reduce points of confusion or to make prior arrangments to avoid confusing variables will leave the desired time open for relevant "working through" sessions with the group.

Using a simple check-list at each session to account for all pieces of equipment, plus checking out the working order, will eliminate wasted class time.

V. TIME-FRAME AND OPTIONAL TRAINEE NUMBERS

Any given training situation will dictate the minimum, optimum, and maximum numbers of trainees to be actively involved. The micro-interviewing participant numbers will be determined by physical setting, equipment, number qualifying for training and expertise of the trainer. Micro-counseling or micro-interviewing facilitation training is a highly cognitive and psychomotor activity which requires a thorough comprehension of many human factors.

The length of time for each group micro-interviewing session will largely depend upon the number of participants that video-tape-review the specific interviewing skill. For example, if 10 participants are to demonstrate their ability of skill useage, the following time allotment may be used as a guide.

1. Prepare model tape demonstration.
   a. Showing the inappropriate skill--interviewees non-responsive
   b. Showing the appropriate skill desired--interviewee responding
   c. Discussion by facilitator and participants on the interviewing skill-- 30 minutes
2. Allow 3 minutes for interviewer and interviewee to "set the stage" for role playing the specified skill-- 30 minutes

3. Allow 6-minute time limit per role playing session (immediate stops at end of 6-minute period)-- 60 minutes

4. Rewind and set video-tape-review after a session, allowing 3 minutes--both for reset for next session, in addition to present viewing-- 30 minutes

5. 6 minute review of tape to include: observations by interviewer, interviewee, other constructive criticism and facilitator's comments-- 60 minutes

Total Time Needed Per Session: 3 hours 30 minutes

Therefore, using the above-mentioned approximate time limitations, an experienced facilitator would be "pushing" one interviewing skill training session, for a participant load of 10. If a time-frame of 3 1/2 hours is needed, some would certainly judge this time-span too long. If the length of each session appears to be unrealistic in respect to personal time devotion or hours of use of equipment, a modified time frame-work should be devised to meet the needs of the group. A few suggestions would be: to divide the number of participants into two groups for work on separate days (always trying to keep an even number of participants to govern the work load of the interviewee); and to try not to sacrifice training time by reducing filming, replay and critique-discussion--but to lengthen the number of days a week to practice, or lengthen

the weeks to be involved. It is recognized that each group will be unique and certain time-frame adjustments may be forthcoming after the sessions are under way. The number of participants should be carefully weighed against the time factor.

Also for consideration are personalities to be involved with the training. A facilitator-trainer should do some critical reviewing of the individuals involved for micro-interviewing. These types of variables can only be acknowledged for each group of participants, but to keep this factor open can significantly aid in progress and time frame allotments.

This module contains 8 micro-counseling skills that are relevant for a "helping interview." Training in these 8 skills will enhance the interviewers' potentials when working with students. To reduce the number of skills in this module will not serve the purpose of a micro-interviewing skills/communication sequence. The suggestion to try and schedule at least 12 weeks (one session per week) should give the facilitator-trainer an expectation of projective time frames at approximately the 12 weeks number or beyond, after two to three sessions have been exercised. The facilitator-trainer will gain insights into this unique group of participants.

VI. AN ATMOSPHERE OF TRUST--A COMMITMENT FROM ALL INVOLVED

The facilitator-trainer must be responsible for generating a feeling of trust within the group--trust that an individual will not be subjected to ridicule or destructive critiquing. The trainer should approach the participants with the concept

that all are involved to upgrade and improve their existing skills, that all are not at the same cognitive/psychomotor level of skill performance, and that each person is to be viewed as unique with variables in interviewing skills. At no point should the trainer allow any destructive approaches or unwarranted conduct. Professional attitudes should be constantly reinforced, and the facilitator trainer would be wise to ask for and receive from the entire group an agreement to be professional and to treat all matters in respect to the confidentiality upheld by school counselors. Some facilitator-trainers may prefer to ask for a written commitment or contract regarding professional conduct and confidential treatment of the sessions. Interviewing skills involve a high degree of human openness, thus a constructive atmosphere of critical review and critiquing should be constantly the goal.

VII. ASSESS THE LEVEL OF PARTICIPANT PERFORMANCE/KNOWLEDGE

A technique for assessing the current group and individual level of interviewing skill performance and knowledge can be achieved via pre-post-testing. The facilitator-trainer can begin the working of the group, often gaining professional commitment concerning critical reviewing of personal attributes, by administering the pre-post-testing instrument (Appendix A and B). A facilitator-trainer may utilize the pre-test by duplicating directly from the appendix. An answer key is provided (Appendix C) for rapid pre-post-test scoring. Since the purpose of the assessing is to give the facilitator-trainer an idea as to performance/knowledge at the beginning of the module, the individual scores or group score would be of little

significance, at this point in time, to the trainee. After the facilitator-trainer has completed the minimum eight interviewing skill developments within this module, a re-administering of the same test would serve in assessing individual and group advancement. The facilitator-trainer can utilize the same answer key in scoring the post-test. Two groups that were given the opportunity to upgrade their skills (Manatee and Sarasota school districts' occupational specialists) were evaluated on pre-post-test performance utilizing the "T" test at the .05 level of probability. Appendix D gives the report of performance based on the "T" test for Manatee occupational specialist participants, Sarasota occupational specialist participants, and a combination of both groups. The writer acknowledges the expertise of Dr. Jack Dale, Placement and Follow-up Specialist, in assisting with these statistical calculations under Appendix D. At a .05 level of significance and 15 degrees of freedom, a "T" of 15.85 was found to be significant; thus a significant difference was found to exist between the mean on pre-test/post-test.

VII. INTERVIEW/COMMUNICATION TECHNIQUES COMPONENT FOR OCCUPATIONAL-PLACEMENT SPECIALISTS

A written component (Appendix F) of the activity giving: (1) description, (2) general objectives, (3) specific objective(s), and (4) evaluation, is included to facilitate component structure for county school district master plans. The reader may wish to use the written component as is or may wish to alter to conform to master plan format used by county. A suggestion to the facilitator-trainer is that the component, whether to

be a college credit course or a master-plan point-system, be cleared through the county director of inservice training. Appendix E is written to conform specifically to the eight interviewing skills attached. If the skilled facilitator wishes to expand the skill development, other identified skills may be written as an ammendment for further interviewing skill training.

IX. QUESTIONS FOR OCCUPATIONAL SPECIALISTS

One important aspect of providing any type of training is to assess some of the factors of the individuals involved in training. The occupational specialists who are interested in the upgrading of interviewing skills are to be considered a highly directed audience. The facilitator-trainer, must assume the responsibility for all skill development, training, and after-effects of personal skill development.

To provide insight into the occupational specialist job performance and the various personalities that will be interacting under the facilitator-trainer, director; Appendix F provides a series of job-related questions for analysis. A facilitator-trainer may ask the occupational specialist to take this Appendix F home and to return the following session with it completed. Another procedure may be, in the initial signing-up, requirement of a letter acknowledging the occupational specialist's request for training, in addition to giving factual data about time, place, etc. The Appendix F could be enclosed either to be mailed to the facilitator-trainer prior to the first meeting, or to be brought to the first meeting. A

facilitator-trainer may wish to use the questions of Appendix F, which was developed by Dr. Wade Burley from the University of South Florida, Tampa, Florida; or may create a similar device to ascertain insightful data. By becoming "closer to" and more knowledgeable of his trainees, the facilitator-trainer increases the possibilities of communication enhancement.

An unwritten portion of almost any skill development is the aspect of content. Content of the role-play interviewing sessions can be a tremendous tool to help the occupational specialist "work through" common problems encountered when conducting, for example, an exit interview. A facilitator-trainer generally knows the critical point in a student's life, when the student attempts to withdraw from the educational institution. These aspects may provide and generate much-needed clarification as to a technique to assist the student when a situation of this magnitude occurs. Spin-off workshops may show signs of need as content is identified through role-playing.

The series of questions to be answered by occupational specialists will provide the facilitator-trainer a "working-knowledge" of his group, and may assist with creating the "role-play" environment. Through analysis of these open-ended questions, a facilitator-trainer should be provided with a basic framework of occupational specialist prior performance/ knowledge regarding their role in the educational world of work.

X. MICRO-INTERVIEWING EVALUATION INSTRUMENTS--METHODS FOR IMMEDIATE FEEDBACK AND ANALYSIS

One of the most essential portions of the micro-interviewing training is the use of the critiquing instruments by the interviewee and the observers (other trainees--comprising the audience). Individuals working in close relation with other peers, sharing role-play content, will tend to become a "tight unit", often extremely defensive of their members and groups. As mentioned earlier, spin-off factions become apparent to the facilitator-trainer as the group progresses on a place-time continuum on the personal level. The expertise of the facilitator-trainer to accurately identify these secondary events will serve to assist both groups and individual in developing competence in relating to students. Empathy, according to definition, entails: "(1) projecting one's own feelings into an event, a natural object, or an esthetic product. For example, to its occupants, a car may seem to strain as it climbs a hill, and they may 'help' it by leaning forward. (2) the realization and understanding of another person's feelings, needs, and suffering." Sympathy according to definition, reflects: "an emotional attitude characterized by feeling with another person who is undergoing an emotional experience." These two terms in their broadest sense play a significant part in the helping interview between occupational specialist and student. A correct understanding of the psychological terminology of the field of "the helping interview" shall assist the occupational specialists' comprehension of human

behavior and motivation. The occupational specialists need to understand their own feelings as they interview students so that such inner feelings as sympathy, opposed to empathy, are more easily recognized.

In discussing the use of the two critiquing instruments--the one to be used by the role-play interviewee (Appendix G) and the peer or observer (Appendix H) instruments--a thorough explanation of useage needs to be forthcoming. A practical way in which to approach critiquing a role-play interview is a "dry-run" or demonstration by the facilitator-trainer as the interviewer and a volunteer for the role of interviewee. Ask each person in the "audience" to project himself or herself mentally in the role of interviewee as they observe a simulated session. After the session, have each participant follow step-by-step with the facilitator trainer, the entire form. Explain that on each role-play interview, only one interviewee critique instrument will be utilized, and that shall be by the person who served in the role-play as (student) interviewee.

One of the most important features of a video-tape-review session is the response gained from the interviewee in relation to the skill being practiced. The facilitator-trainer should give the interviewee a chance to comment first after video-tape-review. Letting the interviewer verbally critique his useage of the skill will enable the interviewer a chance to criticize constructively or make note of exceedingly good points of the role-play. Secondly, the interviewee should be given the opportunity to relate the feelings about the interviewer's manner, etc., including the specific skill

that was presented. An occupational specialist will constantly be utilized by the student population to bring forth various materials and interviewing to ascertain the wants and needs of students. Therefore, the better an occupational specialist understands the projection of his manner, skills, etc., being practiced, the better the occupational specialist will be able to improve upon the needed areas.

Since each interviewee will receive the feed-back of a peer occupational specialist interviewer playing a role of student, this information will be of the utmost value in helping the interviewer understand the ways in which his projections and actions are being interpreted by someone in direct one-to-one contact. Appendix G has much potential if the interviewee understands the process and the response.

The next instrument is Appendix H, the interviewer-observation by occupational specialist peers comprising the audience. Often the facilitator-trainer gives the interviewer and interviewee a chance to react to the session and observation of the video-tape-review; the facilitator-trainer can then request from the group any comments (constructive critiquing) to help the interviewer improve the skill. A facilitator-trainer must keep the discussion moving along after a specific observation has been noted by an observer. The interviewer should at all times have the opportunity to respond to any point discussed in the interview. Each observer completes for each interview session, the critique instrument, Appendix H. After culmination of the verbal discussion, the facilitator-

trainer asks that all critique instruments (Appendix G and Appendix H) be passed to the interviewer who was the focal point of discussion. This technique will give the occupational specialist trainee an immediate feed-back of the skill practiced.

A final wrap-up of the role-play session can be forthcoming from the facilitator-trainer. A facilitator-trainer's observations are often more in-depth due to his own prior training and comprehension of the subject and process. Therefore, each session entails immediate feedback, on the skill practiced, by a variety of techniques: (1) verbal critique by the interviewer, (2) verbal critique by interviewee, (3) observer(s) verbal responses, (4) interviewee critique instrument, (5) peer critique instruments, and (6) a verbal wrap-up by the facilitator-trainer. All of the above will serve to reinforce the skill being practiced. The use of the video-tape-review machine will enhance the observer's reaction in addition to letting the interviewer-interviewee observe their behavior. An instant replay of video-tape lets each observer review "instantly" what observers have witnessed. This immediate replay serves to let the observer review for the skill being practiced, for often the observers are mentally absorbed in content of the role-play. Also, at any given moment the facilitator-trainer can stop or pause the video-tape or rewind back a few feet for a review of a particular segment of the interview that has been filmed. If so desired, a facilitator-trainer can store any participant's interview for any purpose such as to contrast first session versus last session.

It is suggested that a model-tape be developed prior to each communication skill session. This model-tape is a demonstration of the skill currently under study by the observers. A typical demonstration tape can be produced prior to the session by the facilitator-trainer and a volunteer interviewee (preferably not a member of the class). For example, a co-worker on the State of Florida's Career Education Consortium staff, Dr. P. C. Wu, Curriculum Specialist, volunteered his time in "role-playing" each session's skill. The demonstration tape was of twofold design: the first being a demonstration of how the non-use, overuse, or abuse of the micro-interview communication skill could destroy, impede, or reverse "the helping interview"; the second design of the demonstration tape was a "correct" useage of the skill employing the identical content of the "incorrect" previously observed interview. As to the persons involved in demonstration taping, Dr. P. C. Wu and the writer would sometimes remain interviewer and interviewee throughout both the "correct" and "incorrect" sessions, but would change roles of interviewer and interviewee when it was advantageous or an obvious reason was observable. The facilitator-trainer must use imagination in the development of model demonstration tapes which relate in an obvious, observable manner to the particular skill being studied by participants.

The demonstration tape can be used in a variety of ways:

--have participants view the "bad demonstration" (video-tape), then discuss skill.

--have participants view the "bad-demonstration video-tape" and the "correct-demonstration video-tape", then have participants contrast the twain.

--let participants observe video models (both), then immediately role-play the skill.

--let participants view the demonstration models prior to the next session that the demonstrated video-tape-review skill is to be role-played.

--play the two demonstration tapes, before and after the role-play by participants.

Any number of ideas can be utilized with the video-tape-review model tapes. The facilitator-trainer would be wise to review each video tape model set before showing to participants. A county system may wish to preserve the models developed for future training purposes. The basic concept of micro-interviewing is the enhancement of communications.

After one or two sessions, the facilitator-trainer may wish to give out the basic principles of the pre-testing for participant review and study (Appendix I). This handout will aid in learning the concepts of micro-interviewing for the post-test. This study sheet may be handed out at facilitator-trainer advantageous point of reference. The facilitator-trainer must establish and constantly maintain rapport with the group in training.

Decision-making on use of an assistant in demonstration tapes will be dependent upon the existing set of circumstances. One suggestion would be to select various students to be the interviewee role-play in the model. One of the most important

points of these demonstration video tapes is that the content be realistic and the demonstrator interviewer practice the specified skill in a 3 to 6 minute time-frame.

XI. EIGHT MICRO-SKILLS

Each of the eight interviewing skills that follow are based on the book entitled MICRO-COUNSELING: Innovations in Interviewing Training, by Allen E. Ivey, Fourth Printing, Charles C. Thomas (Publisher), Springfield, Illinois.

The following skills are taken from the above-named publication on micro-counseling which is a structural innovative process. Each appendix has a footnote to denote the pages in Ivey's book where further data may be obtained. The Appendix A in the above-named book gives a very good commentary and introduction on theory. The reader may wish to use this portion of the book to enhance skill development, for there are further areas to be explored and developed.

In the decision-making as to what specific interviewing skills were needed, the expertise of Dr. Wade Burley and Dr. James W. Selman, Professors of Education, University of South Florida, was utilized to determine needed skills. Additionally, two other educators' expertise was valued in the selection of vital skills needed to communicate effectively with the student. These two educators, Mr. Raymond Lee, Vocational Director for the Manatee County School District, and Mr. Frank Laudano, Director of Career Education for Sarasota County School District, gave the facilitator-trainer insights from the occupational specialist administrator vantage point. Both men

based their findings, as administrators of occupational specialist progress, on their personal contacts with occupational specialists, observations of occupational specialists, students, parents, and business interactions. Reviewing and evaluating Ivey's 12 skills, the writer has selected eight as vital. The reader may wish to refer to the previously mentioned Appendix E component description, adoped both by the Manatee County School District Inservice Director, Mr. George Marshal, and the Sarasota County school District Inservice Director, Dr. Don Spivey. The component under Appendix E gives a brief review of eight skills to be developed for occupational specialist inservice and/or course content.

Prior knowledge for procedure is given to Dr. Jack Reiske, Professor of Education, Counseling and Testing Center, Northeast Missouri State University.

In utilizing the expertise of the two professors from the University of South Florida, Dr. James W. Selman and Dr. Wade Burley, the writer was able to make special arrangements to offer the training as a credit course valued at three clock hours of a semester and given the number of EDC 585, graduate, and EDC 485, undergraduate. Therefore, the occupational specialist had three distinct choices of how the time expended in the training was to be counted: graduate college--3 hours credit, undergraduate--3 hours credit, or inservice training master plan points, up-dating.

The following are the skills that correspond to the written component (Appendix E):

ATTENDING BEHAVIOR	Appendix J
OPEN INVITATION TO TALK	Appendix K
MINIMAL ENCOURAGES TO TALK	Appendix L
REFLECTION OF FEELING	Appendix M
PARAPHRASING	Appendix N
SHARING BEHAVIOR	Appendix O
SUMMARIZATION OF FEELING	Appendix P
EXPRESSION OF FEELING	Appendix Q

Each of the above are described in a teaching-by-reading fashion based on Ivey's approach. Each skill has a footnote denoting reference pages in the Ivey book.

To enhance the process of the micro-interviewing course, a book entitled The Helping Interview, by Alfred Benjamin, was required reading. The Benjamin book was employed in the following manner: each occupational specialist participant, after reading the book, was required to write a report of the book in an annotated chapter-by-chapter approach; and at certain points advantageously felt, the facilitator-trainer asked for discussion on certain areas covered in The Helping Interview.

The occupational specialists found the contents of The Helping Interview most relevant in light of micro-interviewing sessions and work correlation. This book is highly recommended for review by the facilitator-trainer offering micro-counseling skills training for occupational specialists, et al.

XII. GUIDANCE TERMINOLOGY STUDY TO ENHANCE "GUIDANCE TEAM" COMMUNICATION

The facilitator-trainer is constantly searching for materials and methods to demonstrate relevance to the training being offered. The writer has used two distinct methods of gaining this relevance. The paraprofessional/occupational specialist, who is considered in the State of Florida to be incorporated into the "guidance team", deals with two "sets" of jargon: the first is the terminology commonly used by school guidance counselors in verbal and written communication and in related publications frequently subscribed to and read by school counselors; the second is a language that most adults do not even understand or wish to incorporate into their vocabulary, and that is the "current" jargon of the "moment" being used by students.

Dealing with the first set of terms is slightly easier due to the wide range of behavioral science and psychological terms dictionaries on the market in relatively inexpensive paperback books. Appendix R gives 68 selected psychological terms to enhance communication between the occupational specialist and school guidance counselors concerning the field functions, and people that influence student personnel services throughout education. A list, as in Appendix R, is just a random selection that may be used for enhancing the level of communication. The facilitator-trainer must determine whether his occupational specialist trainees have time (realistically) to search out the meanings of a set of terms as suggested. In the occupational

specialist micro-training groups conducted by the author, it was firmly known that in realistic terms the occupational specialist did not have the time, and often the direct resources to use in term identification. Therefore, Appendix S is presented, giving an accurate description of the terms. The Appendix R terms listed are alphabetized to aid the facilitator-trainer in organizing a session to employ some of the words. It is hoped that the occupational specialist will begin to comprehend the meaning of the terms that are vital to worker communication in guidance. If the occupational specialist has a command ground to speak on with his or her supervisory counselor, the aspect of "guidance-team" communication can progress; and, therefore, it is hoped that the occupational specialist can better conduct a "helping interview" with increased guidance knowledge.

A check-up test has been prepared in the event a facilitator-trainer wishes to utilize the psychological terms as a method of instruction. Appendix T is presented to accomplish a testing format for the terms on Appendix R which matches the psychological terms definitions of Appendix S. It has been noted that once an individual becomes more aware of the jargon of the science, communication has the tendancy to increase understanding.

A second jargon of the guidance profession is the language in current vogue. Students are constantly acquiring and dropping words from their "in" or "street" vocabulary lists. It is to the direct advantage of the occupational specialist to learn what their words mean to them. This insight will be especially advantageous when listening in the interview. It is suggested that the occupational specialist not incorporate the acquired words into his

useable verbal response. The student does not expect a mature adult to "talk" like the peer group the student identifies with, but rather to know the meaning of his responses.

An outside assignment for the occupational specialist involved with the training in micro-interviewing would be to "listen" carefully when exploring careers with the student, "listen" to the talk in school hallways, before and after school, and any place a student and peer(s) gather to "talk their talk". After collecting a group of often seemingly meaningless "jargon" words, the occupational specialist may ask a student who has a confidential attitude (one that has demonstrated the ability to respect confidential conversation) to discuss the relative meanings of the newly acquired terms. The Manatee County School district and Sarasota County school district participating occupational specialists collected from each of the schools they represented a list of ten words heretofore unknown to them. After the defining of the terms, each occupational specialist presented a list to the other occupational specialists, who in turn presented their unique lists. Duplicate words were eliminated and a composite list derived, which the occupational specialists reported was helpful in the art of listening to the students. Thus, communication was enhanced through this strategy. No appendix is presented as a representation of those peer group words due to the fact that by the time this model reaches the facilitator-trainer they would be out of date and, therefore, of no relevance to the interviewing process. Updating the street peer language by "listening" to what students are saying is one of the basic keys to communication.

XIII. SELF-ASSESSMENT: A TECHNIQUE TO ASSIST OCCUPATIONAL SPECIALIST IN GAINING INSIGHT, EMPATHY, AND SKILL

Occupational specialist training is provided by Florida school districts, with a range of time for inservice training equaling three consecutive years. One activity that greatly complements interviewing skills development is occupational specialist participation in a self-assessment process.

A written description of a component (Appendix U) is provided for facilitator-trainer review and action. A facilitator-trainer may wish, at this time, to incorporate the concept of district testing and measurement for occupational specialists. An occupational specialist comes into a school district, usually from the world of work not involving educational training or the "tools" of education. The occupational specialist, having first hand knowledge from working in a non-educational capacity, is often somewhat misinformed, or lacks the theory of testing of students.

It is suggested that the facilitator-trainer, or a qualified individual within the school district, provide knowledge of the county testing and measurement plan. This should be presented in a non-threatening and easily understood format. As with the suggestion of use of learning the "talk" of the profession in the 68 psychological terms (Appendix R), a learning by doing (hands-on) activity is suggested in the component (Appendix U). In reference to the Self-Assessment appendix, the administrator and/or facilitator-trainer of the occupational specialist program should check the "Career Testing Package" contents, part 7

of the component's specific objectives. The tests and inventories listed in this portion of the component may or may not be utilized by an individual school district, but may be a consideration for comparison in the event a substitution is deemed appropriate.

The facilitator-trainer may check with the State of Florida community college that is serving the school district concerning a service that may be provided for the community. Manatee Junior College's Student Personnel Department has the "Career Testing Package", through which a person can pay a nominal fee of five dollars and receive the entire package.

It is recognized that the occupational specialist generally does not work with a great number of tests and inventories, but the component description will lend insight into the purpose--being twofold.

The first is a "hands-on" activity by which an occupational specialist can engage in a study of the self through a "Career Testing Package" series of tests and inventories. The occupational specialist thereby gains insights into his or her own interests and abilities in regard to test analysis. The second purpose of this activity is to let the occupational specialist know the "experience" that students are aware of, via school testing programs. This "experience" the students have been engaged in has many facets when one is talking about test and inventory performance(s).

A teacher, counselor, or parent's perspective of the student's experience, via tests and inventories, varies depending upon his or her own prior experiences, training, and expectations.

If an occupational specialist has recently been tested and inventoried, he/she will possess a degree of insight and empathy for the student, who has been undergoing testing and inventorying via the school district's programs. In the "self-assessment" process, the occupational specialist as a learner of the administrative procedure, through actual testing and inventorying and scoring evaluations and interpretation can add the vital human behavior aspect of empathy in "the helping interview." An occupational specialist who is knowledgeable of the traumatic experience(s) that a student has undergone via testing and inventorial procedures and interpretation can better communicate, due to empathy rather than sympathy.

To some, empathy may not coincide with the thought of the occupational specialist role description, but the value of "self-assessment" can prepare the occupational specialist to cope with varied student problems. It is very naive to assume that a student, contemplating becoming an early leaver (drop-out) or change of current status, is not experiencing critical feelings concerning the future. The occupational specialist shares in the student project into both "time" and "person", in futuristic planning. In providing the students with the best services that the occupational specialist program can provide, a well informed occupational specialist is generally more capable to assist students with their problems of career decision-making. The value of testing and inventory knowledge will aid the occupational specialist in better understanding the student's needs.

If the facilitator-trainer engages in the process of self assessment as a portion of the micro-interviewing skill training, provisions should be made for the viewing time to conduct this activity. Additionally, the administrator of the occupational specialist program may wish to have self-assessment as an independent activity.

As a summary notation, the facilitator-trainer can enhance the occupational specialist training program components by using up-to-date, reliable, valid materials and methods. The individual creativity of the facilitator-trainer can be one of the greatest assets of the training. It is suggested that inservice planning be thoroughly explored for the best creative conditions that will be presented in occupational specialist preparation.

APPENDIX A

Pre-Test
Interview/Communication Skills

PRE-TEST: Occupational Specialist - Interview/Communication Skills

I. On the list below, identify with an X those responses which illustrate a principle of building positive interpersonal relations.

1. ____ "Don't worry, I know a lot of other students who can't find a job either."
2. ____ "It sounds like you're really angry with him for treating you that way."
3. ____ "Keep at it. Don't give up, you'll make it."
4. ____ "How did you get interested in sports?"
5. ____ "Do you feel under pressure in all your classes, or only in some of them?"
6. ____ "You and that teacher seem to argue all the time. What do other people think of her?"
7. ____ "In other words, you really want to be treated like you are equal to others in the class."
8. ____ "Some people don't say nice things."
9. ____ "What are some of the other alternatives you have open to you?"
10. ____ "What was your favorite teacher's name?"

II. Match the interviewing skill to the statement. (Note: the same skill can be selected more than once)

1. ____ indicates to the client that you are with him
2. ____ psychological eye contact should be with the self
3. ____ feed back to the client the essence of what the client has just said
4. ____ communicate to the client that "I am with you..."
5. ____ the emotional experiences you have about what you are saying
6. ____ demonstrates to the client that you are interested in what he has to say.
7. ____ they help get the interviewee to elaborate on a point
8. ____ this skill presupposes that the interviewer has tuned in to what the client is discussing.
9. ____ "Umm-hmmm."
10. ____ most helpful in working with individuals who claim they have "nothing to talk about"

A. Attending Behavior
B. Open Invitation to Talk
C. Minimal Encourages to Talk
D. Reflection of Feeling
E. Paraphrasing
F. Sharing Behavior
G. Expression of Feeling
H. Summarization of Feeling

III. Identify below four categories which represent helping type responses.

1.

2.

3.

4.

IV. Identify below the three primary types of activities which best characterize good attending behavior.

1.

2.

3.

V. The following examples illustrate either "expression of content" or "expression of feeling." Identify the examples that express feeling by placing an "X" in the space provided.

1. ____ I went to Austin High and took mathematics, English, and art.
2. ____ When I went to junior high school, I hated it.
3. ____ I feel like things have not been going right lately.
4. ____ I own a superior car.
5. ____ The first thing that got me down was when I lost my job.
6. ____ The dog died, my father lost his job, and my older brother broke my watch.
7. ____ I like to eat.
8. ____ I really feel depressed.
9. ____ How old do you really think I am?
10. ____ I feel that I'm lucky, that I have been able to enjoy myself. On the other hand, maybe I am a little arrogant, and, that makes me wonder about myself sometimes.

APPENDIX B

Post-Test: Occupational Specialist
Interview/Communication Skills

POST-TEST: Occupational Specialist - Interview/Communication Skills

I. On the list below, identify with an X those responses which illustrate a principle of building positive interpersonal relations.

1. ____ "Don't worry, I know a lot of other students who can't find a job either."
2. ____ "It sounds like you're really angry with him for treating you that way."
3. ____ "Keep at it. Don't give up, you'll make it."
4. ____ "How did you get interested in sports?"
5. ____ "Do you feel under pressure in all your classes, or only in some of them?"
6. ____ "You and that teacher seem to argue all the time. What do other people think of her?"
7. ____ "In other words, you really want to be treated like you are equal to others in the class."
8. ____ "Some people don't say nice things."
9. ____ "What are some of the other alternatives you have open to you?"
10. ____ "What was your favorite teacher's name?"

II. Match the interviewing skill to the statement. (Note: the same skill can be selected more than once)

1. ____ indicates to the client that you are with him
2. ____ psychological eye contact should be with the self
3. ____ feed back to the client the essence of what the client has just said
4. ____ communicate to the client that "I am with you..."
5. ____ the emotional experiences you have about what you are saying
6. ____ demonstrates to the client that you are interested in what he has to say.
7. ____ they help get the interviewee to elaborate on a point
8. ____ this skill presupposes that the interviewer has tuned in to what the client is discussing.
9. ____ "Umm-hmmm."
10. ____ most helpful in working with individuals who claim they have "nothing to talk about"

A. Attending Behavior
B. Open Invitation to Talk
C. Minimal Encourages to Talk
D. Reflection of Feeling
E. Paraphrasing
F. Sharing Behavior
G. Expression of Feeling
H. Summarization of Feeling

III. Identify below four categories which represent helping type responses.

1.

2.

3.

4.

IV. Identify below the three primary types of activities which best characterize good attending behavior.

1.

2.

3.

V. The following examples illustrate either "expression of content" or "expression of feeling." Identify the examples that express feeling by placing an "X" in the space provided.

1. ____ I went to Austin High and took mathematics, English, and art.
2. ____ When I went to junior high school, I hated it.
3. ____ I feel like things have not been going right lately.
4. ____ I own a superior car.
5. ____ The first thing that got me down was when I lost my job.
6. ____ The dog died, my father lost his job, and my older brother broke my watch.
7. ____ I like to eat.
8. ____ I really feel depressed.
9. ____ How old do you really think I am?
10. ____ I feel that I'm lucky, that I have been able to enjoy myself. On the other hand, maybe I am a little arrogant, and, that makes me wonder about myself sometimes.

APPENDIX C

Pre-Test/Post-Test Key

APPENDIX C

PRE-TEST/POST-TEST KEY

I.
1. ___
2. X
3. ___
4. ___
5. x
6. ___
7. x
8. ___
9. x
10. ___

II.
1. H
2. F
3. E
4. D
5. G
6. A
7. B
8. C
9. C
10. F

III.
1. Affective
2. Specific
3. Exploratory
4. Understanding

IV.
1. Physically relaxed and seated with natural posture.
2. Initiate and maintain eye contact with interviewee.
3. Use of comments which follow directly from what the interviewee is saying

V.
1. ___
2. X
3. ___
4. ___
5. X
6. ___
7. ___
8. X
9. ___
10. X

APPENDIX D

Pre-Post Results
Manatee and Sarasota School Districts

THE STATE OF FLORIDA CAREER EDUCATION CONSORTIUM
—KINDERGARTEN THROUGH UNIVERSITY—
MANATEE JUNIOR COLLEGE
P. O. Box 1849
Bradenton, Florida
33506

nsortium Members
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rasota County School District
natee Junior College
iversity of South Florida

ecutive Committee
ymond F. Lee
lford A. Bellum
rvette B. Tinsley
x C. Toolunan

Project Initiator
Joe D. Mills
Project Director
Dr. C. Virginia Bert
Project Manager
Dr. James W. Selman
Telephone No. 755-1511
(Area Code 813 Ext. 371)

TO: Raymond Lee, Director of Vocational Education

FROM: Jim Kershaw, Guidance Specialist

DATE: January 28, 1975

SUBJECT: Statistical results of Interview/Communication Techniques - Performance-based module training.

Student	Pre-Test	Post-Test	Dif.	X	X^2
1	49	92	43	5.7	32.5
2	71	89	18	30.7	942.5
3	30	77	47	1.7	2.9
4	35	100	65	16.3	265.7
5	37	100	63	14.3	204.5
6	39	96	57	8.3	68.9
7	45	100	55	6.3	39.7
8	49	100	51	2.3	5.3
9	45	85	40	8.7	75.7
10	50	98	48	.7	0.5
11	30	79	49	.7	0.5
	480	1016			1638.70

n = 11 mean = 48.7

$$SD \sqrt{\frac{1638.70}{11-1}} = SD \sqrt{163.87} = SD\ 12.80$$

$$SE \text{ of mean} = \frac{12.80}{3.32} = SE \text{ of mean } 3.86$$

$$t = \frac{48.7}{3.86} \quad \therefore\ t = 12.62$$

$\therefore$ after df (10)* a significant difference is found to exist between the mean scores on pre-post test at a .05 level of significance

* df of 10 @ .05 level of probability = 2.23

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—KINDERGARTEN THROUGH UNIVERSITY—
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Consortium Members
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Sarasota County School District
Manatee Junior College
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Raymond F. Lee
Clifford A. Helium
Burnette R. Tinsley
Ivex C. Toothman

Project Initiator
Joe D. Mills
Project Director
Dr. C. Virginia Bert
Project Manager
Dr. James W. Selman
Telephone No. 755-1511
(Area Code 813 Ext. 371)

TO: Frank Laudano, Director of Career Education

FROM: Jim Kershaw, Guidance Specialist

DATE: January 29, 1975

SUBJECT: Statistical results of Interview/Communication Techniques - Performance-based module training.

Student	Pre-Test	Post-Test	Dif.	X	X^2
1	45	96	51	5.6	31.36
2	41	82	41	15.6	243.36
3	30	94	64	7.4	54.76
4	39	92	53	3.6	12.96
5	22	96	74	13.8	190.44
	177	460			532.88

n = 5 mean = 56.6

$$SD \sqrt{\frac{532.88}{5-1}} = SD \sqrt{133.22} = SD\ 11.54$$

$$SE \text{ of mean} = \frac{11.54}{2.24} = SE \text{ of mean } 5.15$$

$$t = \frac{56.6}{5.15} \quad \therefore \quad t = 10.99$$

∴ After df (4)* a significant difference is found to exist between the mean scores on pre-post test at a .05 level of significance

* df of 4 @ .05 level of probability = 2.78

Combined Manatee and Sarasota Statistical results of Interview/ Communication Techniques - Performance-based module training

Student	Pre-test	Post-test	Dif.	X	X^2
1	49	92	43	8.19	67.08
2	71	89	18	33.19	1101.58
3	30	77	47	4.19	17.56
4	35	100	65	13.81	190.72
5	37	100	63	11.81	139.48
6	39	96	57	5.81	33.76
7	45	100	55	3.81	14.52
8	49	100	51	.19	.04
9	45	85	40	11.19	125.22
10	50	98	48	3.19	10.18
11	30	79	49	2.19	4.80
12	45	96	51	.19	.04
13	41	82	41	10.19	103.84
14	30	94	64	12.81	164.10
15	39	92	53	1.81	3.28
16	22	96	74	22.81	520.30
	657	1476	16 819		2496.50
			51.19		

n = 16 mean = 51.19

$\therefore$ SD $\sqrt{\frac{2496.50}{16-1}}$ $\therefore$ SD $\sqrt{166.43}$ = $\therefore$ SD = 12.90

$\therefore$ SE of mean = $\frac{12.90}{4}$ $\therefore$ SE of mean - 3.23

$t = \frac{51.19}{3.23}$ $t = 15.85$

Degree of freedom for table t (n-1) 16-1 = 15 df

Probability 0.05 @ degree of freedom^{15} = 2.13

At a .05 level of significance and 15 degrees of freedom a t of 15.85 was found to be significant thus, a significant difference was found to exist between the mean on pre-test post-test.

APPENDIX E

Component Description(s)

APPENDIX E

Interview/Communication Techniques Component for Occupational-Placement Specialist

clock hours
inservice points
updating

Description

An inservice workshop for Occupational-Placement Specialist. The workshop will present techniques of improving interviewing techniques and make communication more effective with interviewee. The workshop will be conducted over a period of ten sessions of approximately two hours each. The first session will be for general introductions to format and the last session for evaluation and summarization.

General Objectives

The general objective will be to improve techniques of interviewing and to make communication more effective.

Specific Objective

1. The trainee will develop an understanding of the concepts of"the helping interview" by Alfred Benjamin.

2. The trainee will demonstrate competency in micro-interviewing techniques:

   a. Attending Behavior - the trainee expresses interest in the situation and creates a favorable working condition.

   b. Open Invitation to Talk - the trainee realizes the importance of being a good listener in order to facilitate communication.

   c. Minimal Encourages to Talk - the trainee encourages continuation of conversation by simple verbal and non-verbal responses and leads.

   d. Reflection of Feeling - the trainee will be aware of the interviewee's feelings as well as the content; the trainee in using reflection of feeling will go no further than the interviewee has already explicity gone in his verbal productions.

   e. Paraphrasing - the trainee realizes paraphrasing serves three purposes: it conveys empathy, it encapsulates previous statements into a more concise form, and it provides the interviewer with means of checking his perceptions of what has been stated by the interviewee.

Specific Objectives (Continued)

f. Sharing Behavior - the trainee will realize the following aspects of sharing behavior: to be physically relaxed; to maintain eye contact with interviewee, but primary attention within self (this means the main focus will be on your own thoughts and ideas); to stick to topic, if possible talk about something that is of interest to you.

g. Expression of Feeling - the trainee in order to understand others must first understand self (e.g. emotions, feelings).

h. Summarization of Feeling - the trainee is able to miniaturize what has transpired in form that is meaningful to the interviewee.

3. The trainee will demonstrate appropriate telephone communication techniques after General Telephone Exchange program communication course.

Evaluation

Self-evaluation by each participant in relation to specific interviewing/communication techniques.

Supervisor and peer evaluation using critique instrument to identify examples where trainee engaged in or failed to apply specific skills in question.

A written critique of all interviewing/communication skills engaged in.

Trainee evaluation of training program.

On-the-job Performance.

Contact Person:

APPENDIX F

Questions for Occupational Specialist

APPENDIX F

QUESTIONS FOR OCCUPATIONAL SPECIALIST

1. What have you done since you have been working as an occupational specialist?

2. Do you involve community--and how?

3. Are you directly under a supervising counselor? How do you work together?

4. Do you have any restraints--things standing in the way of what you would like to do?

5. How have you used materials and audio-visuals? What are you using?

* Use reverse side if more space is needed.

6. How do you work with drop-outs?

7. What is available to students after they leave you (your setting)?

8. What do you know about the job market and training in your area?

9. How does placement and follow-up fit into what you do?

10. How do you fit into the Career Education project in your county? What about support money? Funding?

Dr. Wade Burley, University of South Florida, 1973.

APPENDIX G

Micro-Interviewing Evaluation Sheet
Critique Sheet for Interviewee

APPENDIX G

MICRO-INTERVIEWING

INTERVIEWEE INFORMATION SHEET

Name of Interviewee_____

Name of Interviewer_____

1. Did the person you talked with seem to listen to what you said?

   What did he/she do?

2. Did the person you talked with help you discuss what you wanted to talk about?

   How?

3. Did the person you talked with talk too much?

4. Did the person you talked with give you any information, which helped you with what you wanted to talk about?

   What?

5. What could the interviewer have done to help you more or make you feel more at ease?

6. Was there anything about the discussion that made you feel especially good?

   What?

7. Additional comments (Constructive).

APPENDIX H

Micro-Interviewing Evaluation Sheet
Critique Sheet Audience

APPENDIX H

MICRO-INTERVIEWING EVALUATION SHEET

NAME OF INTERVIEWER: _____

What micro-interviewing skill was the objective used in this interview? Circle appropriate skill.

1. Attending behavior
2. Open invitation to talk
3. Minimal encourages to talk
4. Reflection of feeling
5. Paraphrasing
6. Summarization of feeling
7. Expression of feeling
8. Sharing behavior

Interview evaluation:

1. What was the stated problem?

2. Did it seem that the interviewer helped or worked with the interviewee on the problem or topic he or she wanted to talk about?

3. Did the interviewer listen to what the interviewee said?

4. Did the interviewer talk too much?

5. What did the interviewer do that was especially positive in helping or working with the interviewee?

6. What could the interviewer have done to improve or do a better job with the interview with the interviewee?

7. Constructive comments:

*If extra writing space is needed, please use back of this sheet.

APPENDIX I

STUDY & REVIEW FOR INTERVIEW/COMMUNICATION SKILL: POST-TEST

A. Affective, specific, exploratory, & understanding are identified as four (4) categories which represent helping type responses

B. The three (3) primary types of activities which best identify good ATTENDING BEHAVIOR are: (1) physically relaxed & seated with natural posture, (2) initiate & maintain eye contact with interviewee, & (3) use of comments which follow directly from what the interviewee is saying.

C. The symbol "F" identifies an example of feeling:
The symbol "C" identifies an example of content:

C I went to Baker High & took English, Spanish, and art.
F When I went to junior high, I hated it.
C I feel like things have not been going right lately.
C I own a superior car.
F The first thing that got me down was when I lost my job.
C The cat died, my mother lost her job, and my older sister broke my watch.
C I like to eat.
F I really feel depressed.
C How old do you really think I am?
F I feel that I'm lucky, that I have been able to enjoy myself.

D. The responses indicated with an "I" illustrate a principle of building positive interpersonal relations:

___ "Don't worry, I know a lot of other students who can't find a job either."
I "It sounds like you are really angry with him for treating you that way?"
___ "Keep at it. Don't give up, you'll make it."
___ "How did you get interested in sports?"
I "Do you feel under pressure in all your classes, or only in some of them?"
___ "You and that teacher seem to argue all the time. What do other people think of her?"
I "In other words, you really want to be treated like you are equal to others in the class?"
___ "Some people don't say nice things."
I "What are some of the other alternatives you have open to you?"
___ "What was your favorite teacher's name?"

E. The following interviewing skill matches the statement:
Attending Behavior: demonstrates to the client that you are interested in what he has to say
Open Invitation to Talk: they help get the interviewee to elaborate on a point
Minimal Encourages to Talk: this skill presupposes that the interviewer has tuned in to what the client is discussing; "Umm-hmm."

Reflection of Feeling: communicate to the client that "I am with you...."
Paraphrasing: feed back to the client the essence of what the client has just said
Sharing Behavior: most helpful in working with individuals who claim they have "nothing to talk about;" psychological eye contact should be with the self.
Expression of Feeling: the emotional experiences you have about what you are saying.
Summarization of Feeling: it indicates to the client that you are with him.

APPENDIX J

Attending Behavior

APPENDIX J

MICROCOUNSELING: INTERVIEWING SKILLS MANUAL

Attending Behavior

Good attending behavior demonstrates to the client that you respect him as a person and that you are interested in what he has to say. By utilizing attending behavior to enhance the client's self-respect and to establish a secure atmosphere, the interviewer facilitates free expression of whatever is on the client's mind.

The following are the three primary types of activities which best characterize good attending behavior:

1. The interviewer should be physically relaxed and seated with natural posture. If the interviewer is comfortable, he is better able to listen to the person with whom he is talking. Also, if the interviewer is relaxed physically, his posture and movements will be natural, thus enhancing his own sense of well-being. This sense of comfortableness better enables the interviewer to attend to and to communicate with the client.
2. The interviewer should initiate and maintain eye contact with the interviewee. However, eye contact can be overdone. A varied use of eye contact is most effective, as staring fixedly or with undue intensity usually makes the client uneasy. If you are going to listen to someone, look at them.

3. The final characteristic of good attending behavior is the interviewer's use of comments which follow directly from what the interviewee is saying. By directing one's comments and questions to the topics provided by the client, one not only helps him develop an area of discussion, but reinforces the client's free expression, resulting in more spontaneity and animation in the client's talking.

In summary, the interviewer's goal is to listen attentively and to communicate this attentiveness through a relaxed posture, use of varied eye contact, and verbal responses which indicate to the client that he is attempting to understand what the client is communicating. Specific behaviors which may be utilized are the following:

1. Relax physically; feel the presence of the chair as you are sitting on it. Let your posture be comfortable and your movements natural; for example, if you usually move and gesture a good deal, feel free to do so at this time.
2. Use eye contact by looking at the person with whom you are talking.
3. Follow what the other person is saying by taking your cues from him. Do not jump from subject to subject or interrupt him. If you cannot think of anything

to say, go back to something the client said earlier in the conversation and ask him a question about that. There is no need to talk about yourself or your opinions when you are attending.

A final point is to respect yourself and the other person. Ask questions or make comments about things that interest and seem relevant to you. If you are truly interested in what is being said, attending behavior often follows automatically. But remember, the more interested you are, the harder it sometimes becomes to keep yourself quiet and listen to the other person.[1]

[1]Allen E. Ivey, Microcounseling: Innovations in Interviewing Training (Springfield: Charles C. Thomas, 1971), pp. 149-150.

APPENDIX K

Open Invitation to Talk

APPENDIX K

MICROCOUNSELING: INTERVIEWING SKILLS MANUAL

Open Invitation to Talk

The client comes into an interview with something that he feels is a problem. The initial task of the interviewer is to stay out of the interviewee's way so as to find out how the client sees his situation. Most useful in determining this is the technique of providing limited structure through the use of an open invitation to talk.

An open invitation to talk may be best understood when compared with a closed approach to interviewing. For example:

OPEN: Could you tell me a little bit about your marriage?

OR How did you feel about that?

CLOSED: Are you married? Do you get along with your wife?

It may be observed that the open comments provide ROOM for the client to express his real self without the imposed categories of the interviewer. An open comment allows the client an opportunity to explore himself with the support of the interviewer. A closed invitation to talk, on the other hand, often emphasized factual content as opposed to feelings, demonstrates a lack of interest in what the client has to say, and frequently attacks or puts the client in his place. Closed questions can usually be answered in a few words or with a yes or no.

Crucial to open-ended questions is the concept of who is to lead the interview. While the interviewer does ask questions while using this skill, the questions are centered around concerns of the client rather than around concerns of the interviewer for the client. Questions should be designed to help the client clarify his own problems, rather than provide information for the interviewer. A typical problem with closed questions is that the interviewer leads the client to topics of interest to the interviewer only. Too often an interviewer projects his own theoretical orientation onto the information he is trying to gather, imposing artificial structure too early. If the interviewer relies on closed questions to structure his interview, he is often forced to concentrate so hard on thinking up the next question that he fails to listen to and attend to the client.

Open invitations to talk are extremely useful in a number of different situations. The following are some examples:

1. They help begin an interview. (What would you like to talk about today? How have things been since the last time we talked together?)
2. They help get the interviewee to elaborate on a point. (Could you tell me more about that? How did you feel when that happened?)

3. They help elicit examples of specific behavior so that the interviewer is better able to understand what the interviewee is describing. (Will you give me a specific example? What do you do when you get "Depressed?" What do you mean when you say your father is out of his mind?)
4. They help focus the client's attention on his feelings. (What are you feeling as you're telling me this? How did you feel then?)

Go through the examples above again and give your supervisor some possible closed-ended questions in each case above. Then change your closed questions to open questions.[2]

[2]Allen E. Ivey, Microcounseling: Innovations in Interviewing Training (Springfield: Charles C. Thomas, 1971), pp. 150-152.

APPENDIX L

Minimal Encourages to Talk

APPENDIX L

MICROCOUNSELING: INTERVIEWING SKILLS MANUAL

Minimal Encourages to Talk

Once the client has been helped by the interviewer's attention and open-ended questions to begin telling his story, the interviewer's task is to facilitate his continuing to talk. The interviewer really needs to say very little in order to encourage a client to continue talking, elaborating, and explaining.

Simple um-hum's, repetitions of one or two words from what he just said, one-word questions, such as "Them?" are often sufficient. The word "minimal" refers both to how much the interviewer says, which can be very little, and to the amount of direction or intervention he imposes on the content and flow of the interview.

This technique presupposes that the interviewer has tuned in to what the client is discussing. Minimal encourages to talk should follow directly from what the interviewee has just said. When used correctly, the interviewee, although maintaining control of the interview in that he is talking about what he wants to discuss, is forced to elaborate, explain, and to take a more indepth look at his problem.

Often the interviewer will want and need to talk more and to more actively direct or focus the content of what the client is saying. However, this is an extremely useful

technique, whether it is used as an adjunct to other techniques or relied on primarily by itself.

More examples of the type of comments described by the title "minimal encourages to talk" are the following:

1. "Oh?" "So?" "Then?" "And?"
2. The repetition of one or two key words.
3. "Tell me more."
4. "How did you feel about that?"
5. "Give me an example."
6. "What does that mean to you?"
7. "Umm-hummm."

Too many counselors are unaware of the power and importance of minimal encourages. As such, they are unaware of how they may unconsciously influence the direction of interviewing sessions. An understanding of minimal encourages should lead to more self-awareness on the part of the interviewee.[3]

[3]Allen E. Ivey, Microcounseling: Innovations in Interviewing Training (Springfield: Charles C. Thomas, 1971), pp. 152-153.

APPENDIX M

Reflection of Feeling

APPENDIX M

MICROCOUNSELING: INTERVIEWING SKILLS MANUAL

Reflection of Feeling

How can you help another person to express the central concerns that he is experiencing? One excellent way is to listen for and respond to the FEELINGS of the client. Try communication, "I can accurately sense the world as you are feeling and perceiving it," and you can facilitate the client's movement toward more complete self-awareness and self-understanding.

Being alert to and responding to the FEELING being expressed, rather than attending solely to the CONTENT of what the person says is the skill with which we are presently concerned. WHAT the client is saying is the CONTENT portion of the message being communicated. One must also listen to HOW the client says what he does. For example, the client may speak more quickly when communicating enthusiasm, more slowly when communicating discouragement, etc. It is this FEELING portion of the communication to which you are to pay particular attention.

Being alert to and responding to the feeling being expressed is a skill which is appropriate at ANY time, regardless of the nature of the feeling (positive, negative, or ambivalent) and regardless of the direction of expression (toward self, others, the counselor and counseling situation, etc.)

In the examples below, you will have an opportunity to select the alternative which indicates that you understand the client's attitude, the situation as it appears to the client--the alternative which, if spoken to the client, would most likely evoke a response of, "That's right."

EXAMPLE 1

"So I'm wondering if you can help me to find a new major" . . . (pause) "I suppose if I did find one, I'd just bungle things again. . . ."

a. Are you sure that it is necessary to leave the major you are now in?

b. You feel that it's pretty futile to try again.

c. What majors have you been considering?

In the first example, responses a and c seek additional information from the client, without giving adequate recognition to client feelings. Response b accurately reflects the feeling being expressed.

EXAMPLE 2

"What do you think I ought to do--jump off a bridge, or look for another college to flunk out of?"

a. There just doesn't seem to be any way out!

b. Have you applied to other schools?

c. Have you thought about trying a junior college where there would be a little less competition?

In this example, response a accurately reflects the client's feeling, whereas responses b and c provide suggestions as to what the client might do, without giving adequate recognition to the feeling of discouragement which the client is experiencing.

EXAMPLE 3

"You know, it's a funny thing, but when I go in for an oral quiz, I just feel shaky all over! It's the silliest thing! Why should I do that?"

a. Are you an anxious person in many situations?

b. How shaky do you become?

c. This reaction puzzles and concerns you!

Here, responses a and b seek additional information, whereas in response c, the gist of the client's expression is caught and rephrased in fresh words.

Some behaviors you may want to try are the following:

1. Listening for feeling. Remember that WHAT the client is saying is only part of the message being communicated to you. HOW he says what he says is is extremely important. A change in breathing or in the speed of talk, a sigh, a blush, a stammer, an extra emphasis upon a particular word--any of these can be important cues as to feelings of the client. Words which communicate emotions and feelings should be noted.

2. Timing your comments. Do not try to respond to every comment by the client. You may simply want to smile, nod, say "Mm-hmm," etc., until there is an occasional opportunity to reflect feelings of the client.

3. Reflecting feeling. As you listen for and find instances of client expression of feeling, reflect this feeling by restating what the client is experiencing in your own words. If the client should say, "I wish I could talk to my dad about things like this, but I never seem to get up the nerve," you might respond, "You are a little bit afraid of your dad?"

Your goal is to understand what the client is experiencing, and to communicate to the client that "I AM WITH YOU--I can accurately sense the world as you are feeling and perceiving it." [4]

[4]Allen E. Ivey, Microcounseling: Innovations in Interviewing Training (Springfield: Charles C. Thomas, 1971), pp. 154-156.

APPENDIX N

Paraphrasing

APPENDIX N

MICROCOUNSELING: INTERVIEWING SKILLS MANUAL

Paraphrasing

Paraphrasing achieves three purposes. These are (a) to convey to the client that you are with him, that you are trying to understand what he is saying, (b) to capsulize a client's comments by repeating what he has said in a more concise manner, and (c) to check the interviewer's own perceptions to make sure he really does understand what the client is describing.

Just as the reflection of feeling involves some reiteration of content, paraphrasing entails some recognition of the client's feeling. The primary difference is one of emphasis. The first concentrates on the emotional aspect of the client's communication, while the latter emphasizes the cognitive or content aspect of the message.

When utilizing this technique, the interviewer attempts to feed back to the client the essence of what the client has just said. Used in this manner, this skill is extremely functional in clarifying confusing content, tying a number of recent comments together, highlighting issues by stating them more concisely, and checking one's perceptions.

The following are some good examples of accurate paraphrasing:

CLIENT: I don't know about him. One moment he's nice as can be, and the next he is a real bastard.

INTERVIEWER: He's pretty inconsistent then.

CLIENT: Every day there is something new to do. There must be ten different activities going on at any one time around here.

INTERVIEWER: So there are lots of activities for you to choose from.

CLIENT: He's really crumby. His degree is from a nonaccredited school, he's had very little training, and he has a very poor relationship with his wife.

INTERVIEWER: You don't think he is very competent.

CLIENT: He is supposed to be an authority, yet he's mixed up all the time. He talks as if everything he says is true, but he's quite uncertain a lot of the time.

INTERVIEWER: You feel that if a man gives you the impression that he knows everything, then he should know everything.

With your supervisor, go back through the list above and develop inappropriate paraphrases which might tend to lead the client off on a new, perhaps irrelevant path. Then change your inappropriate paraphrases back into a more suitable form.

[5]Allen E. Ivey, Microcounseling: Innovations in Interviewing Training (Springfield: Charles C. Thomas, 1971, pp. 156-157.

APPENDIX O

6. Sharing Behavior

APPENDIX O

MICROCOUNSELING: INTERVIEWING SKILLS MANUAL

Sharing Behavior

How can one communicate one's ideas and feelings to another person, a small group, or a classroom of children? One important skill of communication is sharing behavior, a set of specific behaviors which will result in your developing better means of communicating yourself and your ideas to others.

Sharing behavior is structured in a similar fashion to attending behavior. First, if one is to share himself with others, he must be PHYSICALLY RELAXED and in tune with his own body. Second, eye contact with the other individual is important, but PSYCHOLOGICAL EYE CONTACT SHOULD BE WITH THE SELF. This may sound a bit bizarre, but we are suggesting that you look at others but focus your attention within yourself. Finally, VERBALLY FOLLOW YOURSELF. Simply let yourself take the lead, ideally talk about something that interests you. If you follow these three simple directions, you can find yourself "turning on" and getting more enthused about what you are talking about.

An example occurred when I was to make a presentation to an important audience and felt myself awkward, tense, and stumbling over my words. I thought to myself of the concepts of sharing behavior. I realized I was paying so much attention to the audience that I was forgetting myself as a person.

I believed in what I had to say. How could I put it across? I deliberately relaxed to put myself together (it could be observed easily by anyone in the audience) and took a deep breath. I deliberately put my thoughts in myself and started talking about what I cared about. For a short time it was awkward, but soon I forgot that I had engaged in deliberate behaviors and was "turned on" and "turning on" the audience.

Observe the better speakers and most interesting people in your surroundings. You will find that they use some variation of this simple theme. Turn on a television set and observe the individuals you see; it is sometimes helpful to view the set with the sound turned off.

However, sharing behavior in extreme forms can result in an individual talking so incessantly that he is unable to see the reactions he is obtaining from others. Sharing behavior does not necessarily represent a perfect way to express oneself. Sharing behavior is only a part of effective self-expression, but essential before communication at higher levels of expression can occur.

Sharing behavior has been found most helpful in working with individuals who claim they have "nothing to talk about" or who have difficulty in expressing their ideas. It is considered a beginning skill which may give some individuals their first success in self-expression in a considerable

period of time. It has proven useful to the individual who finds it difficult to stay on the topic.

One example where this skill was used successfully was with a depressed patient who only talked about himself; through use of this skill he learned to stay on other topics and talk about issues beyond himself. Similarly, this skill can be used to help salesmen express themselves more clearly, a boy express himself more clearly to his teacher, and in a variety of other situations. It is especially useful to those who have difficulty in expressing themselves before groups.

In summary, when engaging in sharing bahavior, do the following:

1. Relax physically, put your feet on the floor. Assume a position of decisiveness. Do not sit back in a retiring position. You are to express yourself.
2. Use eye contact, but keep your primary attention within yourself. Look at your audience physically, but keep your main focus on your own thoughts and ideas.
3. Talk on one topic and stay on that topic. Do not let your thoughts wander. It helps if you talk about something you like to talk about. If you care to express yourself well, others will soon listen. Paint a picture with words.[6]

[6]Allen E. Ivey, Microcounseling: Innovations in Interviewing Training (Springfield: Charles C. Thomas, 1971, pp. 166-168.

APPENDIX P

Summarization of Feeling

APPENDIX P

MICROCOUNSELING: INTERVIEWING SKILLS MANUAL

Summarization of Feeling

When an interviewer uses summarization, he attempts to recapitulate, to condense, and then clarify what the client has said. As such, a summarization of feeling is very similar to a reflection of feeling, with one major exception--a summary of feeling covers a longer time period and involves a broad range of feelings which the client has expressed.

Thus, instead of noting only one or two immediate feelings, the interviewer notes the overarching emotional dimensions expressed by the client and then summarizes them in a meaningful form for him. A summary which integrates the emotional aspects of what the client has been discussing serves at least three functions. These are as follows:

1. It may crystallize what the interviewee has been talking about. By noting emotional undertones expressed throughout the interview, you help the client focus on the issues which concern him most.
2. It may serve as a stimulus for further talk on the issue. This conversation itself may be deeper and more meaningful to the client if you have "tuned in" to his emotions.
3. Simply summarizing what you think you have heard often helps you find out whether or not you are perceiving the client correctly.

A summarization of feeling expressed well and fitting the client's needs is one of your most powerful tools to convey to the client that you are with him, have empathy, and can understand how it feels to be in his shoes. As such, it may help you to think deeply about what the client is feeling, attend to his diverse emotions, and attempt to experience them yourself. Then pull back, sort out what you see, separate yourself from what seems objectively true and summarize for the client what you sense. This is an important way to communicate to another human being that you understand him and are with him.

Specific behaviors you may wish to engage in are as follows:

1. Use reflections of feeling to indicate to the client that you are with him. Selective attention to feelings will assist him in exploring his emotional states.
2. Note consistent patterns of emotions as he progresses through the interview. Also note his inconsistencies or polarities of feelings. Most clients have mixed feelings toward important love objects or situations, and showing the client how he has expressed his mixed feelings may be especially valuable to him.

3. At two or three points during the session and at the close of the session, restate in your own words the feelings and perceptions that the client has been communicating.

[8]Allen E. Ivey, Microcounseling: Innovations in Interviewing Training (Springfield: Charles C. Thomas, 1971, pp. 157-159.

APPENDIX Q

Expression of Feeling

APPENDIX Q

MICROCOUNSELING: INTERVIEWING SKILLS MANUAL

Expression of Feeling

Unless one understands one's own self, it is extremely difficult to understand others. One important dimension of self-understanding is the ability to attend and to express one's own emotions or feelings. This training skill is focused on helping you express your emotions more clearly and sharing them with others.

Those who enter counseling training may find that the ability to express their own emotions facilitates their progress in counseling. Individuals unable to express emotions often cannot recognize them in others. While theorists differ on whether the counselor should express his feelings in the interview, all agree that awareness of one's own feelings is crucial in the counseling process.

The skill training you will receive will focus on helping you express your feelings to another individual. We would like to help you learn two things. First, you should learn the difference between expressing CONTENT (what you are saying to the other) and second, the EXPRESSION OF FEELINGS (the emotional experiences you have about what you are saying). Many, perhaps most, people attend solely to the content of their words and are not aware of their underlying emotions.

The following examples illustrate the difference between expression of content and expression of feeling (the ITALICIZED words represent feeling states):

1. I went to John Jay High School and took mathematics, English, and art. (Expression of content.) When I went to high school, I HATED it. Mathematics was a DRAG; the English teacher BUGGED me; and art was the ONLY GOOD THING during the day. (Expression of feeling.)
2. How do I FEEL: Well, I FEEL I am an INTERESTING person. I have traveled a lot. I have seen the world. I FEEL I know a lot about what is going on. (Expression of content) How do I FEEL? I FEEL pretty GOOD about myself. I've been around a lot and from what I've seen, I am HAPPY to be me. Whenever I look around me I FEEL that I'm LUCKY, that I have been able to ENJOY myself. On the other hand, maybe I am a little ARROGANT, and that makes me WONDER about myself sometimes. (Expression of feeling.)
3. I FEEL like things haven't been going right lately. The cat died, my therapist raised his rates, and my wife just got a job. (Expression of content.) I really FEEL DEPRESSED. The first thing that GOT ME DOWN was when my cat died. I felt so SAD I sat

APPENDIX R

68 Selected Psychological Terms to Enhance Communication Between Occupational Specialist and Supervisor Counselor Concerning Field of Guidance and Counseling Functions and Activities

APPENDIX R

TERMS

1. Acceptance
2. Advise
3. Aggression
4. Ambivalence
5. Anxiety
6. Approval
7. Awareness
8. Blocking
9. Career Planning
10. Catharsis
11. Climate of acceptance
12. Closure
13. Cognition
14. Confrontation
15. Communication
16. Conditioning
17. Congruence
18. Countertransference
19. Crises
20. Cumulative records
21. Decision
22. Defense (client's reaction)
23. Diagnosis
24. Drives
25. Embarrassment
26. Emotion
27. Empathy
28. Employment counselor
29. Ethical behavior
30. Feelings
31. Frame of reference
32. Gestalt
33. Group dynamics
34. Guilt
35. Hostility
361 Independence
37. Individuality
38. Intelligence
39. Interest inventory
40. Leading
41. Life style
42. Love
43. Manipulation
44. Neurosis
45. Nondirective counseling
46. Opening techniques
47. Operant conditioning
48. Percentile
49. Personality
50. Projection
51. Psychology
52. Pyschotic
53. Reassurance
54. Referral
55. Reflection
56. Reinforcement
57. Resistance
58. Self
59. Silence
60. Structuring
61. Support
62. Tension
63. Tests
64. Theory
65. Transference
66. Value inventory
67. Values
68. Work

APPENDIX S

Definitions for Psychological Terms

APPENDIX S

Definitions of Psychological Terms

1. acceptance--(1) Characterized by a positive or adient attitude. (2) In clinical practice, recognition of the individual's worth without implying either approval of his conduct or emotional attachment on the part of the therapist.

2. advise--(1) Is an appeal to the client's intellectual powers through logical reasoning and evaluation of his experience. (2) Generally accompanied by a heavy dose of persuasion because the counselor, in giving the advice, often has a personal interest in seeing that the client follows it.

3. aggression--(1) An attack; hostile action directed against a person or thing. (2) Any response to frustration. (3) An intrusive or bold pursuit of one's ends.

4. ambivalence--(1) The existence of contradictory attitudes or emotions, such as love and hate, in the same individual. (2) Rapidly shifting or alternating emotional attitudes toward another.

5. anxiety--A chronic complex emotional state with apprehension or dread as its most prominent component; characteristic of various nervous and mental disorders.

6. approval--(1) To have or express a favorable opinion of his conduct. (2) To accept as satisfactory. NOTE: accepting a person means neither approving nor disapproving of what he says or feels.

7. awareness--A concept of personality growth: a sense of aliveness and responsiveness; a person can perceive and appreciate his environment freshly and more deeply.

8. blocking--Experience of being impeded, or brought to a standstill, in a train of association or thought.

9. career planning--Williamson, e.g. Vocational Counseling. New York: McGraw, 1965, writing generally about vocational counseling, emphasizes that vocational counseling is a process of expanding the freedom and range of choices for the person. The counselor must be familiar with many facets of the client's self-picture and social roles to help him choose a satisfying and productive vocational area.

10. catharsis--The release of tensions and anxieties by reliving and unburdening those traumatic incidents which, in the past, were originally associated with the repression of the emotions.

11. climate of acceptance--A method for readying clients: motivating clients through creating an institutional climate conducive to seeking help.

12. closure--Closing an interview. Steps in closure:
    (1) Verbal preparation--Client is reminded of the time limits agreed upon in the intitial interview;
    (2) Final summary statement--May be a general review of accomplishments, arrangements for referral or follow-up, or preparation of a brochure or written summary;
    (3) Follow-ups--Leave door open for possible follow-ups--this is especially necessary in short term, highly structured interview series. In making referrals, the interviewer should keep in mind the name(s) the client may choose;
    (4) Formal leave taking--Parting with a cordial and confident tone.

13. cognition--A general term covering all the various modes of knowledge--perceiving, remembering, imagining, judging, reasoning.

14. confrontation--counseling technique within the interpretive continuum which brings to the attention of the client ideas and feelings which are implicit but unconscious--in using this technique, the counselor confronts the client with his own words, but relates past to present, pointing out similarities, differences, and discrepancies of which the client is unaware.

15. communication--learning to recognize precisely what others mean or what they feel.

16. conditioning--a process by which a response comes to be elicited by a stimulus, object, or situation other than that to which it is the natural or normal response. The term was originally used of the case where a reflex, normally following on a stimulus A, comes to be elicited by a different stimulus B, through the constant association of B with A.

17. congruence--the close matching of awareness and experience. If a client is aware of communicating a feeling which he is genuinely experiencing, his behavior is said to be congruent as integrated.

18. countertransferance--refers to the emotional reactions and projections of the interviewer toward the client. We view countertransferance broadly to include conscious and unconscious attitudes of the interviewer toward real or imagined client attitudes or overt behavior

19. crises-(crisis)--(1) an emotional significant event or radical change of status in a person's life. (2) a definite turning-point in a course of events. (3) a turning-point marked by sharp improvement or sharp deterioration. (4) a decision or event of great psychological significances for the individual.

20. cumulative records--system wherein basic data about the development of the student are maintained. The first step which the counselor must take when a student becomes a client is to check on the recency and reliability of the data already collected.

21. decision--(1) a determination arrived at after consideration. (2) a report of a conclusion.

22. defense (client's reaction)--involuntary or unconscious measures adopted by an individual to protect himself against the painful affect associated with some highly disagreeable situation, physical or mental, of frequent occurrence. (defense mechanism).

23. diagnosis--(1) determination of the nature of an abnormality, disorder, or disease. (2) identification of disease handicaps and disorders on the basis of observed symtoms.

24. drives--(1) an impelling force, push, or pressure. (2) an inner urge that stimulates or prevents action. (3) used as a general term to include instinctive and other impulses, or motive forces, prompting an animal to directed activity towards an end.

25. embarrassment--the state of being embarrassed; as a: confusion or disturbance of mind.

26. emotion--a complex reaction consisting of a physiological change from the homeostatic state, subjectively experiences as feeling and manifested in bodily changes which are preparatory to overactions.

27. empathy--ability to perceive the mood and feelings of another person.

28. Employment Counselor--traditionally have been concerned primarily with placement problems. With fast-changing conditions, many persons need counseling connected with retraining and up-grading of job skills.

29. ethical behavior--Basic questions: (1) How can I present my qualifications to my clients realistically and without misrepresentations. (2) Should I tell the agency of my judgment that this person is potentially dangerous (as in the case of possible homocide or suicide)? (3) If I refer a client, when is my responsibility ended? (4) Are test scores confidential information? (5) How can I answer this parent's inquiry regarding problems discussed in the interviews? (6) Should I tell my client I am recording his interviews? (7) Can I mention my clients name in the case conferences with the staff?

30. feelings--(1) Subjective descriptor for awareness of bodily (Neural) states that cannot be reliably referred to environmental events, (2) Tactile sensation.

31. frame of reference--(1) Means the attempt to think with, rather than for or about the client. (2) Means simply point of view or the observational vantage point--as seen by the client.

32. gestalt--A configuration or figure whose integration differs from the totality obtained by summing the parts.

33. group dynamics--The cause and effect relationship which exists in the group.

34. guilt--The realization that one has transgressed a moral, social, or ethical principle, associated with a lowering of self-esteem and a need to make retribution for the transgression.

35. hostility--The desire to harm another person.

36. independence--(1) Not subject to control by others: SELF-GOVERNING (2) Not requiring or relying on something else.

37. individuality--The process by which an organism moves or differentiates from the general class to an individual mode of existence, through the development of particular structures, parts and functions.

38. intelligence--(A Binet) The ability to judge, comprehend, and reason.

39. interest inventory--A questionnaire used in personality diagnosis, vocational guidance and personnel selection, consisting of items designed to reveal objects and activities preferred by or interesting to the individual.

40. leading--Is used with two meanings: one usage refers to the extent to which the counselor is ahead or behind the client's thinking; and two, the extent to which the ccunselor directs the client's thinking or "pushes" the client into accepting the counselor's remark.

41. life style--(A. Adler) Emphasized the "social interest" which is current as well as the biological determinants of behavior. This approach gives the therapist an idea on what experiences the client's style of life is based.

42. love--deep concern about the other person's welfare.

43. manipulation--Awareness that the client defends himself through two basic kinds of devices: (1) helplessness or stupidity, (2) bullying or blackmailing manner.

44. neurosis--A loosely used term applied to a variety of comparatively mild disorders.

45. nondirective counseling--Pertaining to counseling or therapeutic procedures in which a minimum of direction is given by the counselor or therapeutician. The latter attempts to create a warm, permissive atmosphere in which the client feels free to discuss his problems frankly. The counselor attempts to show that he understands, is not critical, and will, when necessary, reflect and clarify the client's expressions.

46. opening techniques--The first task upon meeting a client is to establish a feeling of trust. The counselor establishes this condition by living his accepting, warm attitudes and manifesting deep interest in the client rather than by applying a kind of technique. (1) The Greeting: In practice, the counselor's initial interest in a client is manifested by meeting him in the reception room with a firm hand clasp (if socially appropriate to his age level), greeting him by name, and escorting him courteously into the office. Ordinary human courtesy, therefore, goes far in opening the relationship satisfactorily. (2) The Topics: Counselors vary in their opinions on how to open an interview. Starting with an urbane or trite conversational topic might result in a more strained relationship than if the client were allowed to state his business frankly and immediately. This problem illustrates an area of artful judgment required of a counselor and reflects his personal style. (3) The Physical Arrangements: One of the determinants of a good working relationship is believed to be the physical condition of the room. There is no research on this problem, so we depend upon opinions of counselors. While some counselors work across a desk, we feel this sets up communication barriers. Yet sitting face to face at close range is too threatening for some clients. Each counselor needs to experiment with the most effective arrangement for himself and his clients. (4) The Attitudes: A degree of mysticism seems to surround the client-therapist relationship. Counselors sometimes give the client the impression that therapy is a form of magic and that the therapist is endowed with special powers which make him able to help people.

47. operant conditioning--(B. F. Skinner) A form of conditioning in which reinforcement is contingent upon the occurrence of the response. Instrumental and operant conditioning are distinguished primarily, methodologically. Operant conditioning involves the repeated emission of the same response, the operant, while for instrumental behaviors the reinforcement contingent response occurs only once per trail. Consequently the primary measure of operant conditioning tends to be the rate of responding.

48. percentile--(1) (Statistics) One of the 99 points which divide a group of scores or ranked distribution into 100 equal parts, each containing 1/100th of the scores or people. Percentiles are ranked from the bottom up from 1 to 99. Thus, the 62nd percentile indicates that 62% of the total group are below that point and 38% fall above it. (2) (Statistics) Centile rank or division.

49. personality--The pattern of traits characterizing an individual person, trait here meaning any psychological characteristic of a person, including dispositions to perceive different situations similarly and to react consistently despite changing stimulus conditions, values, abilities, motives, defenses, and aspects of temperament, identity, and personal style. Though the pattern of such characteristics is necessarily unique, personality comprises all of a person's traits, not merely the ones that differentiate him from others. A descriptive, not a causally efficacious concept, personality (and traits) may be interpreted in terms either of observable consistencies in behavior or of inferred sense, to include implicit, only self-observable thoughts, feelings and emotions, impulses, dreams, and percepts, as well as actions and words observable by others). The full pattern or organization of traits becomes manifest only over the entire life span, so that term is commonly used to refer to the observable and inferable person, a more inclusive term denoting an individual human organism, which consists not only of a personality but that of a physique, an anatomy, a physiology, a social role and status, a being who expresses and transmits a culture--the focus of all the human (e.g., behavioral and medical) sciences.

50. projection--(1) The attribution of one's faults to others. (2) The perception of one's needs and goals in unstructured stimuli.

51. psychology--Psychology is the science of human and animal behavior. Behavior is part of the totality of life process. Life processes include metabolism, growth, decline, digestion, elimination, circulation.

52. psychotic--Characterizing a state of psychosis or resembling the behavior of an individual who has a psychosis.

53. reassurance--In counseling and psychotherapy, the use of verbal techniques to make the patient believe in a favorable outcome for the course of therapy.

54. referral--Referral techniques and resources are complicated and unique to a particular community. The counselor education staff at Michigan State University has published a list of referral guides designed to help school and college counselors particularly, but the list has applicability to all workers and agencies which are faced with referral to another service.
    (1) Check to see if the school has used all its own available resources in helping the student before looking outside the school for help.
    (2) Trying to discover what persons have had contact with the parent or student in regard to the problem, and what results were obtained from these contacts before making a referral.
    (3) Trying discussing an incipient problem with an agency or specialist before referral is urgent.
    (4) Designate one person to be responsible in working with the parent and student in developing a referral.
    (5) Learn whether a community agency is already working with the family, for a consultation with that agency is the proper first step in considering a referral in such cases.
    (6) It is unwise and impractical to refer a student to community agencies without the knowledge, consent, and cooperation of his parents.
    (7) Keep in mind when telling students or parents about available services in the school or in the community that the teacher should explain both the functions and the limitations of these services. Do not give the impression that any specialist or agency has all the answers and can work wonders.
    (8) Do not coach a student or parent regarding how they might "wangle" hard-to-get services.
    (9) Let the student or his parent make their own arrangements for service whenever possible. Do not "spoon feed" the student by being more "helpful" than necessary.

(10) Remember that in some cases, however, help may be needed by very immature, dependent, or ill students or parents in arranging an appointment or even in arranging transportation to the agency.
(11) Secure a signed consent from the student's parents before releasing information to a social agency.
(12) Help the agency or specialist by indicating which person should be the point of contact representing the school.

55. reflectation--Reflectation requires knowledge of psychodynamics and mechanisms of which the client is usually not aware. In using reflectation, the counselor adds strong cognitive elements to his relfection of feelings. It gives the client a feeling of forward movement in that it verbalizes material which the client may have felt only vaguely. It is analogous to the pacing of a young race horse by a more mature one. The counselor goes far enough beyond the client's conscious verbalizations to stimulate further thinking, but not so far that he loses him.

56. reinforcement--(1) The strengthening of a response by adding an increment of habit strength. (2) Increasing the probability of a response.

57. resistance--There appears to be general agreement among counselors that resistance arises when the client perceives the counselor, topic, or situation as threatening. Since anxiety is present in response to threat, the client is compelled to defend himself further against the anxiety through behaviors which are resistive in nature.

Resistance can be classified conveniently as "internal" or "external" in origin. Internal resistance comes from within the personality structure of the client and is a generalized response to threat; external resistance is provoked as a result of the counseling setting, the impact of counselor technique, or counter-transference attitudes.

58. self--(1) the individual as a conscious being. (2) the ego or I. (3) the personality, or organization of traits. (4) (G. W. Allport) the proprium, or the body senses, the awareness on the part of the individual of his identity, his continuity, his striving, and his image.

59. silence--It may seem strange, at first glance, to give prominence to silence as a technique of counseling. It is our conviction, however, that therapeutic silence is a technique which must be learned. perhaps this is so, because the ethics of social conversation in our culture discourage silence. Hence, we have learned to become uncomfortable with silence. Hence, we have learned to become uncomfortable with silences and to regard long pauses as synonymous with a social vacuum. Beginning counselors, perhaps, often feel that when pauses are long they are not doing enough for the client. The appropriate mix of counselor response and listening is one of the most difficult counselor behaviors to learn.

60. structuring--Nature and Value of Structuring: Structuring technique is the counselor's definition of the nature, limits, and goals of the general counseling process and the particular relationship at hand. In other words, structuring provides the client with a framework or orientation for therapy. He then feels that counseling has a rational plan. Structure provides him with a counseling road map and with a dossier of his responsibilities for using the road map, thus reducing the ambiguity of the relationship. The client should know where he is, who the interviewer is, and why he is there.

61. support--The therapeutic relationship, in addition to being the vehicle for the development of insights, serves a broad supportive role. Support may be viewed in three ways. (1) Its implicit form is the supporting nature of the relationship itself. The acceptance, warmth, and other characteristics of the counselor are construed by the client as security-provoking. The client experiences support when the relationship bridge is broadened so that feelings can flow freely from the unconscious core to the self and ego systems as well as between counselor and client personalities.

(2) A second type of support experienced by the client takes the form of reassurance, change of environment, and various forms of help which remove environmental or internal pressures. There is a large group of counselors who feel this type of support is necessary with certain types of clients, especially in the early phases of counseling. (3) Support may be experienced by the client in a third manner when he feels the counselor assuming more responsibility for leading the interview, carrying the major verbalizing load, and making decisions. While this shift in responsibility may have a supporting effect, it should be viewed as a temporary expedient for reducing anxiety only. The danger of prolonged support of this type is primarily that of reinforced dependency and reduced capacity to assume responsibility.

62. tension--(1) In physiology, the strain under which a muscle, tendon, or other tissue is maintained by muscular contraction. (2) The kinesthetic sensation associated with muscular contraction. (3) A condition of anxiety, unrest, and restlessness accompanied by feelings of muscular strain.

63. tests--(1) A set of standardized questions administered to an individual for the purpose of measuring his aptitude or achievement in a given field. (2) More generally, any measurement which yields quantitative data, such as an unstandardized test administered in a school-room. (3) In logic, any operation applied to reasoning in order to assess its validity. (4) A statistical operation designed to assess the significance of a statistic.

64. theory--a general principle formulated to explain a group of related phenomena.

65. transference--(Psychoan.) (1) in general, any displacement of an affect from one object to another. (2) specifically, the displacement of affect toward the parent to the analyst.

66. value inventory--a temporary value determined by a few observations which is used to limit the variability of an experimental variable.

67. value--(1) The degree of worth or excellence assigned to or derived from an object. (2) A quantitative score or measure. (3) (Mathematics) The magnitude of something, or the number of symbol representing the magnitude. (4) An abstract which determines for a person or some social group the relative worth of various goals or ends. (5) The location of some visual datum on the scale of white to black. (6) (economics) The determination of what an object will bring in exchange on the market.

68. work--(1) physically, the action of a force acting against a resistance. (2) physiologically, the expenditure of energy during bodily activity. (3) psychologically,the completion of a task.

APPENDIX T

Psychological Terms Test

APPENDIX T

PSYCHOLOGICAL TERMS TEST

_____the close matching of awareness and experience. If a client is aware of communicating a feeling which he is genuinely experiencing, his behavior is said to be congruent as integrated.

_____refers to the emotional reactions and projections of the interviewer toward the client. We view counter-transferance broadly to include conscious and unconscious attitudes of the interviewer toward real or imagined client attitudes or overt behavior.

_____system wherein basic data about the development of the student are maintained. The first step which the counselor must take when a student becomes a client is to check on the recency and reliability of the data already collected.

_____(1) determination of the nature of an abnormality, disorder, or disease. (2) identification of disease handicaps and disorders on the basis of observed symptoms.

_____a complex reaction consisting of a physiological change from the homeostatic state, subjectively experiences as feeling and manifested in bodily changes which are preparatory to overactions.

_____ability to perceive the mood and feelings of another person.

_____traditionally have been concerned primarily with placement problems. With fast-changing economic conditions, many persons need counseling connected with retraining and up-grading of job skills.

_____basic questions: (1) How can I present my qualifications to my clients realistically and without misrepresentations. (2) Should I tell the agency of my judgment that this person is potentially dangerous (as in the case of possible homicide or suicide)? (3) If I refer a client, when is my responsibility ended? (4) Are test scores confidential information? (5) How can I answer this parent's inquiry regarding problems discussed in the interviews? (6) Should I tell my client I am recording his interviews? (7) Can I mention my clients name in the case conferences with the staff?

_____(1) Subjective descriptor for awareness of bodily (neural) states that cannot be reliably referred to environmental events, (2) Tactile sensation.

_____the cause and effect relationship which exists in the group.

_____the realization that one has transgressed a moral, social, or ethical principle, associated with a lowering of self-esteem and a need to make retribution for the transgression.

_____the process by which an organism moves or differentiates from the general class to an individual mode of existence, through the development of particular structures, parts and functions.

_____a questionnaire used in personality diagnosis, vocational guidance and personnel selection, consisting of items designed to reveal objects and activities preferred by or interesting to the individual.

_____is used with two meanings: one usage refers to the extent to which the counselor is ahead or behind the client's thinking, and two, the extent to which the counselor directs the client's thinking or "pushes" the client into accepting the counselor's remark.

_____awareness that the client defends himself through two basic kinds of devices: (1) helplessness or stupidity (2) bullying or blackmailing manner.

_____a loosely used term applied to a variety of comparatively mild disorders.

_____pertaining to counseling or therapeutic procedures in which a minimum of direction is given by the counselor or therapeutician. The latter attempts to create a warm, permissive atmosphere in which the client feels free to discuss his problems frankly. The counselor attempts to show that he understands, is not cirtical, and will, when necessary, reflect and clarify the client's expressions.

_____(Psychoan.) (1) In general, any displacement of an affect from one object to another. (2) Specifically, the displacement of affect toward the parent to the analyst.

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to experiment with the most effective arrangement for himself and his clients. (4) The Attitudes: A degree of mysticism seems to surround the client-therapist relationship. Counselors sometimes give the client the impression that therapy is a form of magic and that the therapist is endowed with special powers which make him able to help people.

_____(1) (statistics) One of the 99 points which divide a group of scores or ranked distribution into 100 equal parts, each containing 1/100th of the scores or people. Percentiles are ranked from the bottom up from 1 to 99. Thus, the 62nd percentile indicates that 62% of the total group are below that point and 38% fall above it. (2) (statistics) Centile rank or division.

_____(1) The individual as a conscious being. (2) The ego or I. (3) The personality, or organization of traits. (4) (G. W. Allport) the proprium, or the body senses, the awareness on the part of the individual of his identity, his continuity, his striving, and his image.

_____It may seem strange, at first glance, to give prominence to silence as a technique of counseling. It is our conviction, however, that therapeutic silence is a technique which must be learned. Perhaps this is so, because the ethics of social conversation in our culture discourage silence. Hence, we have learned to become uncomfortable with silences and to regard long pauses as synonymous with a social vacuum. Beginning counselors, perhaps, often feel that when pauses are long they are not doing enough for the client. The appropriate mix of counselor response and listening is one of the most difficult counselor behaviors to learn.

_____(1) Characterized by a positive or adient attitude. (2) In clinical practice, recognition of the individual's worth without implying either approval of his conduct or emotional attachement on the part of the therapist.

_____(1) Is an appeal to the client's intellectual powers through logical reasoning and evaluation of his experience. (2) Generally accompanied by a heavy dose of persuasion because the counselor, in giving the advice often has a peraonal interest in seeing that the client follows it.

_____ the pattern of traits characterizing an individual person, trait here meaning any psychological characteristic of a person, including dispositions to perceive different situations similarly and to react consistently despite changing stimulus conditions, values, abilities, motives, defenses, and aspects of temperament, identity, and personal style. Though the pattern of such characteristics is necessarily unique, personality comprises all of a person's traits, not merely the ones that differentiate him from others. A descriptive, not a causally efficacious concept, personality (and traits) may be interpreted in terms either of observable consistencies in behavior or of inferred dispositions to behave (behavior being construed in the widest sense, to include implicit, only self-observable thoughts, feelings and emotions, impulses, dreams, and percepts, as well as actions and words observable by others). The full pattern or organization of traits becomes manifest only over the entire life span, so that personality is, in Murray's phrase, the study of lives; but the term is commonly used to refer to the observable and inferable pattern at any one time. Personality is not synonymous with person, a more inclusive term dennoting an individual human organism, which consists not only of a personality but that of a physique, an anatomy, a physiology, a social role and status, a being who expresses and transmits a culture--the focus of all the human (e.g., behavioral and medical) sciences.

_____ (1) in physiology, the strain under which a muscle, tendon, or other tissue is maintained by muscular contraction. (2) the kinesthetic sensation associated with muscular contraction. (3) a condition of anxiety, unrest, and restlessness accompanied by feelings of muscular strain.

_____ (1) a set of standardized questions administered to an individual for the purpose of measuring his aptitude or achievement in a given field. (2) more generally, any measurement which yields quantitative data, such as an unstandardized test administered in a school-room. (3) in logic, any operation applied to reasoning in order to assess its validity. (4) a statistical operation designed to assess the significance of a statistic.

_____(1) an attack; hostile action directed against a person or thing. (2) any response to frustration. (3) an intrusive or bold pursuit of one's ends.

_____(1) the existence of contradictory attitudes or emotions, such as love and hate, in the same individual. (2) rapidly shifting or alternating emotional attitudes toward another.

_____a chronic complex emotional state with apprehension or dread as its most prominent component; characteristic of various nervous and mental disorders.

_____(1) to have or express a favorable opinion of his conduct. (2) to accept as satisfactory. NOTE: accepting a person means neither approving nor disapproving of what he says or feels.

_____the release of tensions and anxieties by reliving and unburdening those traumatic incidents which, in the past, were originally associated with the repression of the emotions.

_____a general term covering all the various modes of knowledge--perceiving, remembering, imagining, judging, reasoning.

_____learning to recognize precisely what others mean or what they feel.

_____a process by which a response comes to be elicited by a stimulus, object, or situation other than that to which it is the natural or normal response. The term was originally used of the case where a reflex, normally following on a stimulus A, comes to be elicited by a different stimulus B, through the constant association of B with A.

APPENDIX U

Self-Assessment: Psychological Test Insights and Utilization for Occupational-Placement Specialist

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Self-Assessment: Psychological Test Insights and Utilization for Occupational-Placement Specialist

Description

An inservice workshop for Occupational-Placement Specialist. The workshop will present the "Career Testing Package" from the Career Exploration Program at Manatee Junior College. The workshop will be conducted over a period of three days (non-sequential). The first day will be utilized for administering the "timed" psychological tests to be taken home for completion. The second day of the workshop will be utilized to bring insight of psychological test interpretation. The third session will be devoted to scoring all the psychological tests taken and application of the results.

General Objective

The general objective will be threefold: (1) to assist the occupational-placement specialist in developing an insight into their own self-concepts; (2) to give the occupational-placement specialist the empathy as their students are subjected to psychological testing and the necessary confidentiality connected to psychological testing; (3) to assist the occupational-placement specialist in the comprehension of psychological testing in career planning: as tests utilized by school counselors and interest inventories utilized by cooperative efforts of school counselor and occupational-placement specialist.

Specific Objectives

1. The trainee will develop an understanding of test and inventory interpretation (e.g. profile, percentile, normal distribution curve) and significance of test and inventory reports.

2. The trainee will develop insight into exploration of the student's reasons for wanting psychological testing in relation to career planning (expectations) and past experience with psychological testing. The advantage of school counselor and occupational-placement specialist cooperation efforts in the psychological testing process in student's career planning.

3. The trainee will develop insights into traumatizations of students by psychological tests made earlier in school.

4. The trainee will develop understanding of methods of student and parent preparation in psychological test-interpretation to prevent meaningful, undistorted information. The meaning of the scores should be established early in the discussion, that is, the student should know clearly what type of measure is being discussed -- interest, aptitude, achievement, or personality.

5. The trainee will understand how to develop the frame of references of the psychological testing results in a specified clear manner.

6. The trainee will develop an understanding that psychological test results, not scores, should be given to students -- as a corollary to this specific objective the understanding to avoid using exact scores in reporting results and the language used to convey the relative significance of reported results.

7. The trainee will be administered the following "Career Testing Package":

   a) Edwards Personal Preference Schedule
   b) Nelson-Denny Reading Test
   c) Otis-Lennon Mental Ability Tests (Short-form)
   d) Strong-Campbell Vocational Interest Blank
   e) Study of Values - Allport-Vernon-Lindsey
   f) Survey of Study Habits and Attitudes - Brown and Holtzman
   g) Myers-Briggs Type Indicator - I. B. Myers

Evaluation

1. Self-evaluation via "career testing package": (self-concept development critique).

2. Pre-test and Post-test in regard to psychological testing.

3. Trainee evaluation of training program.

4. Demonstration of differentiation of "types" of psychological tests.

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